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| **Language and**  **Level / Grade** | Int. Mid/High | | Approximate Length  of Unit | | |  |
| Approximate Number of Minutes Weekly | | |  |
| **Theme/Topic** | Personal and Public Identities: Ready for the Future | | | | | |
| **Essential Question** | How will I contribute? Who works and why? | | | | | |
| **Unit Goals** | | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Discuss the results of an interest inventory related to career choice and defend or reject the results giving reasons * Identify a contemporary problem that they want to solve and research educational and other opportunities that will give them the skills they need to address the problem * Describe how an ability to speak another language with an understanding of other cultures can benefit or shape their future * Share opinions on the changing world of work commenting on why jobs disappear and will discuss careers that are likely to exist in the future * Share what they hope to do and why they are uniquely qualified to meet those goals * Defend or argue against the Human Rights Declarations relating to work and education * Comment on unemployment here and in other parts of the world; debate the role that immigration plays or doesn’t play in such statistics | | | | | |
| **Summative Performance Tasks** | | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.* * *The tasks follow the format of the IPA, but are integrated throughout the unit.* * *The template encourages multiple interpretive tasks.* * *The interpretive tasks inform the content of the presentational and interpersonal tasks.* * *The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | |
| Read information about key skills that employers want in future employees and demonstrate comprehension. Listen as others describe their career and demonstrate comprehension. | Read several job advertisements and answer comprehension questions about the ads. Determine which educational and personal characteristics would be needed for the positions. | | | Read information on unemployment and future career trends. Analyze how this information may impact your future. | |
| **Presentational Mode**  **On Demand** - Select and write an answer to an unusual college essay question. *Note to teacher: Give options that allow students to tell a personal story.* [27 Offbeat College Essay Topics](http://mentalfloss.com/article/58771/27-offbeat-college-essay-topics)  **Project:** Identify an expert who has contributed in a field of interest to you. Share what that individual did, how their educational background prepared or did not prepare them to contribute within the field. Identify an expert in the field today. Explain what they are doing and why they are a leader. | | | **Interpersonal Mode**  Students meet in front of an image that represents right to work or right to an education. They exchange their opinions sharing what they know about the issues in the world today. They then begin to talk over their future golas. They would talk about what they have done in the past to move in that direction and would also share what they still need to do to accomplish their goals. | | |

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| **Toolbox** | | | | | |
| **Can Do Statements** | | | | | |
| **Interpretive** | | * (R & L) Read and listen to information on a variety of careers and complete graphics organizers on advantages and disadvantages of each. * (R) Read predications on future careers, determine one that would be of interest, giving reasons. * (R) Read job interview tips and/or questions and identify those that are of interest to you. * (R) Follow a twitter feed on a topic of interest to you. Note key information. | | | |
| **Presentational** | | * (W & S) Research a field of interest. Identify someone who is invovlved and share information about that person and their accomplishments with others. * (W & S) Create a personal timeline that indicates the steps you will take to prepare for your future. Share your timeline with others. | | | |
| **Interpersonal** | | * Exchange information with others who have similar career interests. Talk over choice of university and study abroad options . * Exchange information on well known individuals within certain careers. Share information learned via twitter and come up with comments or questions to continue the discussion. * Debate unemployment. Consider the causes. Argue for or against current considerations such as minimum wage, impact of immigration, equal pay, etc. | | | |
| **Language Functions**  **I can…** | | | **Related Structures / Patterns** | **Priority Vocabulary** | |
|  | Explain the skills that employers want and provide evidence that I have those skills or how I am working toward those skills | | conditional | * Skill sets related to work * Personality traits related to work * Career options * Terms used to describe education related to career choices * Current event terms - unemployment, minimum wage, equal pay, family leave, etc. | |
|  | Compare job advertisements selecting those that seem to be of greatest interest and giving reasons for my choices | | expressing opinions- subjunctive |
|  | Create a list of potential questions that I might be asked in a job interview and give potential answers | | interrogatives |
|  | Explain why a certain university is the best university given my career aspirations. | | expressing opinions  subjunctive  superlative |
|  | Identify and explain how a specific study abroad program will enhance my skill set | | comparative  superlative |
|  | Explain how you are keeping/not keeping a work/life balance today and how you will manage this in the future | | present tense  future tense |
|  | Comment on the value of work explaining reasons for working, defend or argue against the concept that some work has more value | | if…then |
|  | Defend or argue against the article of the Declaration of Human rights as it relates to eductation | | expressing opinions - subjunctive |
|  | Defend or argue against the right of families to send their children to work instead of to school | | expressing opinions - subjunctive |
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| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | | How does this activity support the unit goals or performance tasks? | | Mode of Communication |
| Have students watch [Did You Know 2017](https://www.youtube.com/watch?v=u06BXgWbGvA)or a similar video at home. Students select a fact related to their future that is of interest to them and write 3 reasons/questions in the target language. Use this information for small group and class conversations. | | | Career aspirations for the future | | Presentational  Interpersonal |
| Have students watch the video [El Empleo/The Employment](https://vimeo.com/32966847). The documentary outlines a day of work without words and can be used by any language. Have students tell the story and interact sharing examples from their experiences with friends and family. | | | Work/life balance | | Interpretive  Presentational  Interpersonal |
| Have students write a short paragraph about their future plans with regard to work. They identify their ideal career. Then, have them comment on the types of part-time jobs/internships that will enhance their skills. Have them comment on how they will manage a work/life balance in the future. Have students discuss their thoughts in small groups identifying similarities and differences. | | | Able to identify goals in terms of future career | | Presentational  Interpersonal |
| Have students follow a twitter feed that relates to a topic within a career of interest to them. Have them post their thoughts and/or questions to the feed. Have students write a summary sharing what they learn. | | | Research into career of interest | | Interpretive  Presentational |
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| **Resources - All Languages** | | | | | |
| [Monster.es - Hay un trabajo ideal para cada persona](https://www.youtube.com/watch?v=U_akTkOIKFg) - Use without sound, tells story of how everyone is ideally suited for a specific career. | | | | | |

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| **Standards - Language Specific** | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | | |
| **Product:** World Day Against Child Labor - June 12  **Practice:** one day to call attention to issue  **Perspective:** the world recognizes the basic right of the child to play and education    **Product:** French law banning after hour emails  **Practice:** right to disconnect  **Perspective:** important to create a balance between work/life | | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | | **Acquiring Information and Diverse Viewpoints** |
| College and Career Ready - Focus on skills needed | | perception of specific career like teacher across cultures |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | **Cultural Comparisons** |
| appropriate slang terms for work  concept of “fermature annuelle” | | laws pertaining to family leave, yearly vacation, use of email |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | **Lifelong Learning** |
| Create | | self-assessment of personal growth toward unit goals |
| **Resources - Language Specific** | | | |
| **French** | | [MON METIER C'EST MA VIE Chocolatière](https://www.youtube.com/watch?v=yL3g2tHpWaE)  [12 Questions pour réussir l'entretien Campus France](https://www.happyknowledge.com/post/Basma%20Bakri/VEP71JdsHWVdXqkj) | |
| **Spanish** | | [Describe an invention that will make you rich some day.](http://www.laits.utexas.edu/spe/int28.html)  [Talk about what part of high school you are happy not to do again](http://www.laits.utexas.edu/spe/int30.html)  [Condoray, Centro de Formación Profesional para la Mujer, en Perú](https://www.youtube.com/watch?v=zCD-s4mgu-c) | |